

July 19, 1965

CONGRESSIONAL RECORD — SENATE

16723

Carolina [Mr. ERVIN], the Senator from Arizona [Mr. HAYDEN], the Senator from North Carolina [Mr. JORDAN], the Senator from Oklahoma [Mr. MONRONEY], and the Senator from Oregon [Mrs. NEUBERGER] are absent on official business.

I also announce that the Senator from Virginia [Mr. BYRD], the Senator from Mississippi [Mr. EASTLAND], the Senator from Montana [Mr. METCALF], the Senator from Rhode Island [Mr. PASTORE], the Senator from West Virginia [Mr. RANDOLPH], the Senator from Connecticut [Mr. RIBICOFF], and the Senator from Alabama [Mr. SPARKMAN] are necessarily absent.

I further announce that, if present and voting, the Senator from Maryland [Mr. BREWSTER], the Senator from Arizona [Mr. HAYDEN], the Senator from Oklahoma [Mr. MONRONEY], the Senator from Rhode Island [Mr. PASTORE] and the Senator from West Virginia [Mr. RANDOLPH] would each vote "yea."

On this vote, the Senator from Virginia [Mr. BYRD] is paired with the Senator from Montana [Mr. METCALF]. If present and voting, the Senator from Virginia would vote "nay," and the Senator from Montana would vote "yea."

On this vote, the Senator from Connecticut [Mr. RIBICOFF] is paired with the Senator from Iowa [Mr. MILLER]. If present and voting, the Senator from Connecticut would vote "yea," and the Senator from Iowa would vote "nay."

Mr. KUCHEL. I announce that the Senator from Iowa [Mr. MILLER] is necessarily absent.

On this vote, the Senator from Iowa [Mr. MILLER] is paired with the Senator from Connecticut [Mr. RIBICOFF]. If present and voting, the Senator from Iowa would vote "nay," and the Senator from Connecticut would vote "yea."

The result was announced—yeas 69, nays 17, as follows:

[No. 192 Leg.]

YEAS—69

Aiken	Hart	Moss
Allott	Hartke	Mundt
Anderson	Hill	Murphy
Bartlett	Inouye	Muskie
Bass	Jackson	Nelson
Bayh	Javits	Pearson
Bible	Jordan, Idaho	Pell
Boggs	Jordan, Mass.	Prouty
Burdick	Kennedy, N.Y.	Proxmire
Byrd, W. Va.	Kuchel	Russell, Ga.
Cannon	Long, Mo.	Russell, S.C.
Case	Long, La.	Scott
Church	Magnuson	Smathers
Clark	Mansfield	Smith
Cotton	McCarthy	Stennis
Dodd	McClellan	Symington
Douglas	McGee	Talmadge
Fannin	McGovern	Tower
Fong	McIntyre	Tydings
Glubrecht	McNamara	Williams, N.J.
Hughes	Mondale	Yarborough
Ira	Montoya	Young, N. Dak.
Juening	Morse	Young, Ohio

NAYS—17

Bennett	Ellender	Robertson
Carlson	Hickenlooper	Saltonstall
Cooper	Holland	Simpson
Curtis	Hoover	Thurmond
Dirksen	Hruska	Williams, Del.
Dominick	Lausche	Morton

NOT VOTING—14

Brewster	Jordan, N.C.	Pastore
Byrd, Va.	Metcalf	Randolph
Eastland	Miller	Ribicoff
Ervin	Monroney	Sparkman
Hayden	Neuberger	

So the bill (S. 9) as amended, was passed.

Mr. YARBOROUGH. Mr. President, I move that the vote by which the bill was passed be reconsidered.

Mr. MORSE. Mr. President, I move that the motion to reconsider be laid on the table.

The motion to lay on the table was agreed to.

Mr. YARBOROUGH. Mr. President, I express my thanks, first, to the members of the Subcommittee on Veterans' Affairs who so patiently and diligently came to the long and thorough hearings which were held upon the bill. This applies to the four majority members and to the minority, the Senator from Colorado [Mr. DOMINICK], and the Senator from Arizona [Mr. FANNIN], both of Subcommittee on Veterans' Affairs, to the full Committee on Labor and Public Welfare.

I also express my deep gratitude to the chairman of the Committee on Labor and Public Welfare, the distinguished senior Senator from Alabama [Mr. HILL], who helped us at every stage of the proceedings in the subcommittee to schedule hearings and to schedule executive meetings, and in the full committee, so that we could report the bill in time to the Senate in order that adequate opportunity would be afforded to enact the bill this year.

I also express my appreciation to the Senator from Massachusetts [Mr. SALTONSTALL] for the courtesy with which he presented his amendment, and for his fairness and objectivity.

Let me also express my special personal thanks, appreciation, and admiration, to the junior Senator from New York [Mr. KENNEDY], for the thoroughness with which he examined and cross-examined witnesses during the hearings on the bill. He showed the complete untenability of the position of those opposed to the bill. As a lawyer with 25 years' practice, I take off my hat to him for his masterly handling of the hearings. He went directly to the point. He did a fine job. I also express my thanks to him for his fine cooperation on the floor during debate on the bill.

I express my thanks and appreciation to the 5 million veterans for their cooperation, as well as to the 41 co-sponsors of the bill and to many other Senators who supported the bill after it was printed and after it was too late to have their names appear as co-sponsors.

I also express my thanks to the overwhelming 2-to-1 majority in the Committee on Labor and Public Welfare, to the senior Senator from Oregon [Mr. MORSE], to the Senator from Michigan, who are on the floor, and to many others.

I express my appreciation also to the junior Senator from Massachusetts, who was active both in the subcommittee and on the Committee on Labor and Public Welfare.

I express my thanks also to the distinguished Senator from Kentucky [Mr. COOPER], who so patiently waited with his amendment in order to expedite all the votes and the passage of the bill.

He agreed with the leadership to condense his arguments. He presented those arguments effectively, concisely, and forcefully, and he cooperated with everyone in the final vote today.

Mr. MORSE. Mr. President, as chairman of the Subcommittee on Education of the Committee on Labor and Public Welfare, I congratulate the Senator from Texas on his masterful handling of the bill through the hearings in the subcommittee and on the floor. This is one of the most democratic education bills that we could possibly have passed.

Mr. YARBOROUGH. I thank the distinguished Senator from Oregon.

Most of all, Mr. President, I wish to thank the majority leader and his official staff, who have helped us at all times, and have been so diligent in helping us work out accommodations for Senators, some of whom were coming in on planes and some of whom were leaving today. They were helpful in working out unanimous-consent agreements on amendments, in that way saving as much time as could possibly be saved. They have aided the passage of the bill very greatly.

I congratulate them on their skill and cooperation. They have been uniformly courteous and kind to Senators on both sides of the question.

And last but not least, I wish to express my deep personal thanks to the devoted and detailed work of the staff of the Veterans' Subcommittee and of my own legislative staff. These office staffs have furnished me information done research, and prepared innumerable reports, memorandums and suggestions. Without their help this bill could not possibly have progressed this far in this period of time.

Mr. PELL. Mr. President, I congratulate the Senator from Texas [Mr. YARBOROUGH] on the way in which he handled the Cold War Veterans' Readjustment Assistance Act and on the work that went into it.

One of the joys of our service as Senators in achieving an objective is taking part in the translation of ideas into events.

Over many years the Senator from Texas has worked on an idea and developed it, and watered and nourished it, and then today saw it translated into an actual flowering and accomplishment. What he has achieved today will be of inestimable benefit to millions of our young men.

Mr. YARBOROUGH. I thank the Senator from Rhode Island.

Mr. KENNEDY of New York. Mr. President, I congratulate the Senator from Texas on the fine work he did in managing the bill from beginning to end. It was a pleasure to sit with him as he presided over the hearings and developed the record which was instrumental in moving the bill through committee, to the present floor action.

It was a pleasure to participate in floor debate with him and to watch him demonstrate his mastery of the issues as he answered all questions put to him. It was a pleasure to support him in this entire effort. He deserves the appreciation of all of us today.

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Mr. YARBOROUGH. I thank the Senator from New York for his kind remarks.

Mr. MANSFIELD. Mr. President, the passage of S. 9, the so-called cold war GI bill, represents the culmination of many years of effort in this field by the senior Senator from Texas [Mr. YARBOROUGH]. His handling of this bill has been masterful; his arguments succinct as well as persuasive.

In like manner I wish to commend the senior Senator from Massachusetts [Mr. SALTONSTALL], the junior Senator from Colorado [Mr. DOMINICK], and the senior Senator from Kentucky [Mr. COOPER] whose constructive criticism of this bill was presented in their amendments. The cooperation of these Members as well as the Senate as a whole renews my growing optimism that we may complete our work by Labor Day.

Mr. YARBOROUGH. Mr. President, I thank the distinguished majority leader for his generous remarks and for the tremendous assistance which he rendered during the consideration of the bill.

WH DR Morse
THE SITUATION IN THE DOMINICAN REPUBLIC

Mr. MORSE. Mr. President, today I issued a press release on our recent policy in the Dominican Republic. I ask unanimous consent to have it printed in the CONGRESSIONAL RECORD at this point in my remarks.

There being no objection, the press release was ordered to be printed in the RECORD, as follows:

After hearing the testimony this morning in the Senate Foreign Relations Committee, Senator WAYNE MORSE, of Oregon, said of our recent policy in the Dominican Republic:

"The major impression I have formed to date from the hearings on the Dominican Republic crisis is that the United States can be counted upon to continue its mistaken policy of supporting military juntas in Latin America.

"I am afraid that any attempt on the part of the masses of the people in any Latin American country where conflict exists between military leaders who wish to enlarge their military power, and civilian leaders who are seeking greater self-government by the people, will result in the United States being found on the side of the military.

"The propaganda will be that our course of action is necessary to put down communism. I want to see communism defeated, too, but it must be done through our helping the people develop economic freedom and not through our support of military dictatorships.

"Bullets will not defeat communism, but bread will."

TEACHING PROFESSIONS ACT OF 1965—INTRODUCTION OF BILL

Mr. MORSE. Mr. President, it is with great pleasure that tonight on my own behalf and for the distinguished junior Senator from Massachusetts [Mr. KENNEDY], and the distinguished junior Senator from Wisconsin [Mr. NELSON], that I introduce the Teaching Professions Act of 1965 which the President of the United States on July 17 recommended to the Congress for consideration.

I ask unanimous consent that the statement by the President dated July 17, 1965, the text of the letter to the President of the Senate, dated July 17, 1965, an explanation of provisions and the text of the bill be printed at this point in my remarks.

The PRESIDING OFFICER. The bill will be received and appropriately referred; and, without objection, the bill, statement, letter, and explanation will be printed in the RECORD.

The bill (S. 2302) to provide fellowships for elementary and secondary school personnel, to improve the quality of teacher training programs, and to establish a National Teacher Corps, introduced by Mr. MORSE (for himself and other Senators), was received, read twice by its title, referred to the Committee on Labor and Public Welfare, and ordered to be printed in the RECORD, as follows:

S. 2302

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Teaching Professions Act of 1965."

PART A—FELLOWSHIPS AND TRAINING PROGRAMS FOR ELEMENTARY AND SECONDARY SCHOOL PERSONNEL

Award of fellowships authorized

Sec. 2. (a) The Commissioner is authorized to support fellowship programs for persons who have recently received a bachelor's degree or its equivalent and who desire to pursue a career in elementary or secondary education, for persons in another career or activity who desire to enter or re-enter upon a career in elementary or secondary education, and for persons who are pursuing a career in elementary or secondary education but who desire to improve their qualifications or to acquire qualifications in a different aspect of elementary or secondary education. These fellowships may be awarded for graduate study in any field which has as its purpose assisting or improving elementary or secondary education. Fellowships awarded under this part shall be for periods of study not in excess of two calendar years and shall be awarded only for the use of persons who have been accepted into programs approved pursuant to section 3(a).

(b) In supporting fellowship programs under the provisions of this part, the Commissioner shall endeavor to provide an equitable distribution of such fellowships throughout the States, except that after consultation with the Advisory Council on Teacher Preparation he may establish priorities which take into consideration particular qualifications of persons who may receive fellowships, their proposed field of study, and the nature of the service they intend to provide in elementary or secondary education.

Approval of programs; grants

Sec. 3. (a) The Commissioner shall approve a graduate program of an institution of higher education only upon application by the institution and only upon his finding—

(1) that such program will substantially further the objective of improving the quality of education of persons who are pursuing or intend to pursue a career in elementary or secondary education,

(2) that such program gives major emphasis to high-quality substantive courses,

(3) that such program is of high quality and either is in effect or will be attainable as a result of granting fellowships under this part for study in the program, and

(4) that only persons who demonstrate a serious intent to pursue or to continue to pursue a career in elementary or secondary

education will be accepted for study in the program.

(b) For the purpose of obtaining an appropriate geographical distribution of high-quality programs for the training of personnel for elementary and secondary education, the Commissioner is authorized, on such terms and conditions as he may deem appropriate, to make grants to and contracts with institutions of higher education to pay part of the cost of developing or strengthening graduate programs which meet the requirements of subsection (a) and of developing or strengthening high-quality undergraduate programs for the training of such personnel. The Commissioner may employ experts and consultants, as authorized by section 15 of the Administrative Expenses Act of 1946 (5 U.S.C. 55a), to advise him with respect to the making of grants and contracts under this subsection, and he shall set forth in regulations the standards and priorities which will be utilized in approving such grants and contracts. Experts and consultants employed pursuant to this subsection may be compensated while so employed at rates not in excess of \$100 per diem, including travel time, and may be allowed, while away from their homes or regular places of business, travel expenses (including per diem in lieu of subsistence) as authorized by section 5 of such Act (5 U.S.C. 73b-2) for persons in the Government service employed intermittently.

Fellowship stipends; conditions

Sec. 4. (a) The Commissioner shall pay to persons awarded fellowships under this part such stipends (including allowances for subsistence and other expenses for such members and their dependents) as he may determine to be consistent with prevailing practices under comparable federally supported programs.

(b) In addition to the amounts paid to persons pursuant to subsection (a), the Commissioner shall pay to the institution of higher education at which such person is pursuing his course of study \$2,500 per academic year or its equivalent (as determined under regulations of the Commissioner), less any amount charged such person for tuition.

(c) A person awarded a fellowship under the provisions of this part shall continue to receive the payments provided in subsection (a) only during such periods as the institution he is attending finds that he is maintaining satisfactory proficiency in, and devoting essentially full time to study or research in a program approved pursuant to section 3(a), and is not engaging in gainful employment other than incidental employment by such institution in teaching, research, or similar activities which are considered a part of his training.

(d) No fellowship shall be awarded under this part for study at a school or department of divinity. For the purposes of this subsection, the term "school or department of divinity" means an institution or department or branch of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects.

PART B—NATIONAL TEACHER CORPS

Statement of purpose

Sec. 10. The purpose of this part is to strengthen the educational opportunities available to children in areas having high concentrations of low-income families by making available to local educational agencies teachers who are qualified to participate in programs and projects approved under title II of Public Law 874, Eighty-first Congress, as amended, and to encourage more highly trained and broadly prepared persons to pursue careers in elementary and secondary education by—